



State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

**E-VERIFY
PROGRAM
EMPLOYER**

Deborah A. Gist
Commissioner

VACANCY NOTICE

JANUARY 4, 2010

**RHODE ISLAND DEPARTMENT OF EDUCATION
DIVISION OF EDUCATOR EXCELLENCE AND INSTRUCTIONAL EFFECTIVENESS
OFFICE OF INSTRUCTION, ASSESSMENT AND CURRICULUM**

***DIRECTOR, OFFICE OF INSTRUCTION, ASSESSMENT AND
CURRICULUM**

\$88,672 – \$128,116

APPLICATION PERIOD:

All resumes must be received by
JANUARY 22, 2010
or until position is filled

APPLICATION REQUIREMENTS:

Send cover letter, resume and two current
letters of reference to:

Deborah A. Gist
Commissioner
255 Westminster St.
Providence, RI 02903

Cover letter and resume may be emailed to
Deborah.Gist@ride.ri.gov

Signed letters of reference should be mailed.

PLEASE NOTE:

**Candidates selected for interview will be
required to submit official transcripts.**

**DUTIES AND
RESPONSIBILITIES:**

See attached job description.

REASONABLE ACCOMMODATIONS FOR INDIVIDUALS WITH DISABILITIES CAN
BE ARRANGED IN ORDER TO PERFORM THE ESSENTIAL FUNCTIONS OF THE
JOB.

* SUBJECT TO FTE AND FUND AVAILABILITY
(Position is part of the Board of Regents)

AN AFFIRMATIVE ACTION/EQUAL OPPORTUNITY EMPLOYER

Telephone (401)222-4600

Fax (401)222-6178

TTY 800-745-5555

Voice 800-745-6575

www.ride.ri.gov

The Board of Regents does not discriminate on the basis of age, color, sex,
sexual orientation, race, religion, national origin, or disability

DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

NON-CLASSIFIED JOB DESCRIPTION

TITLE: DIRECTOR, INSTRUCTION, ASSESSMENT AND CURRICULUM

ORGANIZATIONAL CENTER: This position is located in the Division of Educator Excellence and Instructional Effectiveness, Office of Instruction, Assessment and Curriculum. The position reports directly to the Chief of Educator Excellence and Instructional Effectiveness

GENERAL STATEMENT OF DUTIES: Incumbent is responsible for leading, managing, and supporting the design and implementation of RIDE's assessment and accountability systems related to test design, report creation, manual development, professional development, analysis of data, contract management, budget preparation, and policy development of support systems and programs related to improving teaching and learning so that students will achieve at high levels.

LEADERSHIP, MANAGEMENT AND COLLABORATION: The functions of leadership, management and collaboration are to be integrated so as to achieve both product and process objectives. Teamwork and mutually supportive methods are ascribed as successful outcomes and are necessary for providing high quality service and achieving high standards of performance. Work must be conducted in ways that include and involve those who have a stake in the outcome and must ensure that issues related to equity and special needs are addressed in a comprehensive fashion. The context for this work must be strong advocacy for students and schools and a positive commitment to the role of the Department of Education as a central state level advocate. Must work in collaboration with other team members to support the Department's strategic plan's priorities of "Ensuring Educator Excellence", "Accelerating All Schools Toward Greatness", "Establishing World-Class Standards and Assessments", and "Developing User Friendly Data Systems".

SUPERVISION RECEIVED: Works in cooperation with colleagues with considerable latitude for the exercise of initiative and independent judgment; work is reviewed upon completion of results obtained and on collaborative process used in achieving results. The Director is subject to an annual performance assessment.

SUPERVISION EXERCISED: Facilitates, directs, coordinates and assesses the work of professional, technical, and support staff. Work is reviewed in process, as necessary, and upon completion for achievement of desired results and on collaborative processes used in achieving results.

ILLUSTRATIVE EXAMPLES OF WORK PERFORMED AND ESSENTIAL FUNCTIONS:

Designs new state assessments in reading, writing, and mathematics for all students in grades third through eighth and eleventh and in three grades in science.
Prepares and coordinates the publication of annual assessment results.

Implements RIDE's accountability system by classifying every school and district.

Designs new state assessments for students who are English language learners and for students who are severely cognitively disabled.

Ensures that assessment and accountability issues are accurately and appropriately represented in policy decisions and as they connect to programs within and outside of RIDE.

Provides a variety of data for program evaluations within and outside of RIDE. Identifies and develops strategies with contractors to design a proficiency based high school graduation system in accordance with the Regents' regulations.

To lead statewide efforts to support districts' and schools' efforts to develop and implement standards-based curriculum, instruction practices and performance assessment.

To provide and assist districts in the selection of research-based programs in literacy, Mathematics and other content areas if appropriate staff has been hired.

To develop strategies to build capacity for professional development by drawing on the expertise within the field including school improvement planning.

To work effectively in K through 16 dialogues and implementation of joint efforts to improve the teaching and learning on the part of teachers at all levels.

To "conduct" or "oversee" complex studies, analyses and evaluations and to compose reports, policies, proposals and other forms of written communication for internal and external audiences.

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To represent the Department of Education, as required, at meetings, conferences or public gatherings.

Performs related work as assigned.

REQUIRED QUALIFICATIONS

KNOWLEDGE AND SKILLS:

Knowledge of applicable Federal and State laws and regulations.

Knowledge of the Board of Regents regulations and policies.

Knowledge of the principles of frameworks, standards, testing, and emerging research on assessment.

Knowledge of school, district, and state accountability processes and principles.

Skilled in interpreting written procedures, policies, and laws,

Skilled in communicating effectively, both verbally and in writing.

Skilled in working collaboratively.

Skilled in communicating and interpersonal exchanges as applied to interaction with coworkers, supervisor, the general public, etc. sufficient to exchange or convey information and to receive work direction.

Thorough knowledge and understanding of the principles, practices and methods of educational leadership, specifically as it relates to programs which focus on curriculum, instruction, and classroom assessment and the demonstrated ability to apply such knowledge.

Demonstrated ability to coordinate, facilitate and assess the work of staff engaged in the above functions.

Demonstrated ability to prepare grant applications, implement and evaluate grants.

Demonstrated ability to understand and interpret written procedures, policies and laws.

Demonstrated ability to conduct complex studies, analyses and evaluation.

In-depth knowledge of the theoretical foundations of learning and their application to teaching and learning in schools.

Thorough knowledge of standards as they apply to instruction and curriculum.

In-depth knowledge of how instruction, curriculum, and assessment are integrated.

Demonstrated ability to train teachers and administrators to analyze instructional programs, student work, and assessment embedded in student work, and teaching strategies to improve student achievement.

Demonstrated credibility with various school publics.

Demonstrated successful experience in working with districts and schools in standards-based instruction and curriculum development and large scale instructional systems development.

Demonstrated leadership skills.

Demonstrated management and supervisory skills.

EDUCATION: Master's Degree or above preferred in Education.

EXPERIENCE: Five years of management or district level experience in assessment, instruction and curriculum policy development or similar educational experience at the state or federal levels which includes classroom teaching; **OR:** Any combination of education and experience that shall be substantially equivalent to the above.

Must have own transportation and be available evenings and occasionally on weekends.

Reasonable accommodations can be made for individuals with a disability.

Date: December 2009